

U.S. Department of Education
2013 National Blue Ribbon Schools Program
A Public School - 13IN7

	Charter	Title 1	Magnet	Choice
School Type (Public Schools):	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Name of Principal: Mrs. Susan Gahan

Official School Name: Fairmont Elementary School

School Mailing Address: 1725 Abbie Dell Avenue

New Albany, IN 47150-3778

County: Floyd

State School Code Number*: 1949

Telephone: (812) 542-5501 E-mail: sgahan@nafcs.k12.in.us

Fax: (502) 542-4783

Web site/URL: http://fairmont.nafcs.k12.in.us/

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Dr. Bruce Hibbard Superintendent e-mail: bhibbard@nafcs.k12.in.us

District Name: New Albany Floyd County Consolidated School Corporation District Phone: (812) 949-4200

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. D.J. Hines

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Director, National Blue Ribbon Schools (Aba.Kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, National Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made Adequate Yearly Progress (AYP) or its equivalent each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 9 Elementary schools (includes K-8)
3 Middle/Junior high schools
2 High schools
0 K-12 schools
14 Total schools in district
2. District per-pupil expenditure: 5250

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Urban or large central city
4. Number of years the principal has been in her/his position at this school: 7
5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	34	35	69
1	31	31	62
2	33	42	75
3	38	29	67
4	33	25	58
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total in Applying School:			331

6. Racial/ethnic composition of the school: 2 % American Indian or Alaska Native
1 % Asian
11 % Black or African American
25 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
53 % White
8 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2011-2012 school year: 32%
This rate is calculated using the grid below. The answer to (6) is the mobility rate.

Step	Description	Value
(1)	Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.	53
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	52
(3)	Total of all transferred students [sum of rows (1) and (2)].	105
(4)	Total number of students in the school as of October 1, 2011	331
(5)	Total transferred students in row (3) divided by total students in row (4).	0.32
(6)	Amount in row (5) multiplied by 100.	32

8. Percent of English Language Learners in the school: 22%
Total number of ELL students in the school: 72
Number of non-English languages represented: 5
Specify non-English languages:

Spanish, Japanese, Gujarati, Amharic, Urdu

9. Percent of students eligible for free/reduced-priced meals: 91%

Total number of students who qualify: 302

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 28%

Total number of students served: 92

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>1</u> Autism	<u>1</u> Orthopedic Impairment
<u>1</u> Deafness	<u>20</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>31</u> Specific Learning Disability
<u>11</u> Emotional Disturbance	<u>23</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>3</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>15</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>11</u>	<u>10</u>
Paraprofessionals	<u>11</u>	<u>2</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>8</u>	<u>2</u>
Total number	<u>47</u>	<u>14</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1:

22:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	96%	95%	96%	96%	96%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

Graduating class size: _____

Enrolled in a 4-year college or university _____%

Enrolled in a community college _____%

Enrolled in vocational training _____%

Found employment _____%

Military service _____%

Other _____%

Total _____**0%**

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

☒ No

☐ Yes

If yes, what was the year of the award?

PART III - SUMMARY

“Everyone here has the sense that right now is one of those moments when we are influencing the future.” ~ Steve Jobs

Fairmont Elementary School is located in historic New Albany, Indiana. Members of the community refer to our school as the “best kept secret in New Albany.” Our school was built in 1942. We completed a major renovation in 1999 and enjoy spacious classrooms, art and music facilities, a media center and upgraded technology, including Smartboards, Smart Tables, enhanced audio systems, and laptops. Our building is bright, colorful, inviting, and engaging. Current enrollment is 354 students in grades K-4. The mission of our school is to ensure high levels of learning and achievement for all in a professional learning community. Our vision is to provide an outstanding, unsurpassed education. Fairmont offers a guaranteed, viable curriculum delivered by professional, dedicated educators who have a strong sense of urgency, and are relentless in raising the bar and closing the gap.

Fairmont is a neighborhood school with a 32% mobility rate where the majority of our students reside in subsidized housing. Beginning in the 2007-08 school year, we were selected by the district to become the elementary magnet school for English Learners. We have had as many as thirteen different languages spoken in our building. Housing this program has led to an even richer educational experience for our entire student population. We partner with Indiana University Southeast to provide the “New Neighbors Program.” This partnership supports our educators so the best possible instruction is provided. Our data reflects a diverse population which includes: 23% language minority, 31% special education, and 87% free/reduced lunch students.

One tradition at Fairmont is to create opportunities so that parents feel welcomed, valued, and empowered to partner with us in educating their child. Our recent Family Literacy Night focused on “Falling in Love with a Good Book.” Over 80% of our school family members were in attendance. With the support of a 21st Century grant we provide after-school programs that include tutoring and enrichment activities. Our community strongly values the arts. Fairmont has performed a full musical play each year for the last six years and has been recognized by Music Theatre International for the quality of our performances. Students spend many months after school studying dance, voice, and acting with local professionals. “Dads with Tools” is a large part of our successful productions which most recently included, “Cinderella.” Each spring, we host an “International Fête” in which classrooms become different countries and students “travel” using their passports to participate in learning activities.

Students enjoy participating in a parade of nations as part of the opening ceremonies. Parents share recipes, arts, clothing, and traditions from their native countries. We strongly value the support of our students’ families and continually seek ways to increase our partnerships with parents.

We are proud of the achievements and gains that our school has made. In the past five years, our school has increased the number of students passing the state standardized assessments by at least twenty percentage points. We were labeled an Exemplary School by the state of Indiana in 2010 and 2011, and identified as a National High Performing Title I School for 2011. NAFC Superintendent, Dr. Bruce Hibbard has repeatedly recognized Fairmont as a leader and front runner in supporting the district with implementation of the PLC (Professional Learning Community) model. Our district received the Solution Tree “(re)defining Excellence” Award in 2011 and named a “National Model for Professional Learning Communities” in 2012. The Indiana Senate created Senate Resolution 43 to recognize our schools for outstanding achievements and implementation of the PLC model. Floyd County was named one of the 100 Best Communities for Young People by America’s Promise Alliance in 2011 and 2012.

The success of our school can be attributed to our high expectations and focus on learning, collaboration, and results. We work collectively and as grade level teams to carefully plan and provide instruction that is

tailored to the unique individual needs of each student. We progress monitor students using common formative assessments and systematically intervene in real-time with specialized and intensive instruction. Our daily schedule guarantees common planning time for teacher collaboration, large blocks of uninterrupted reading and math instruction, and designated time for intervention/acceleration. We understand the importance of developing the collective capacity of our educators if students are to learn at higher levels. We ensure ongoing, job-embedded professional development for our staff with a full-time literacy coach and weekly whole group collaboration time. We provide personal attention socially, emotionally, and academically to each child and create the best possible learning environment. We never forget that elementary school is a special time in the life of a child. We believe it is our privilege to make it special for each and every one.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The current assessment program is the Indiana Statewide Testing for Educational Progress-Plus (ISTEP+). Our state also offers a modified assessment (IMAST) for special education students who qualify. Students in grades 3-8 participate in ISTEP+ testing. The test is divided into two parts: applied skills and multiple choice. Students take the applied skills portion in March and the multiple choice section on-line in early May. Ranges for cut scores are set by the state and students are placed into three categories (Pass+, Pass, and Did Not Pass) as follows:

3rd E/LA: Pass+ 521-780; Pass 417-520; DNP 120-416

3rd Math: Pass+ 513-735; Pass 413-512; DNP 140-412

4th E/LA: Pass+ 535-800; Pass 437-534; DNP 140-436

4th Math: Pass+ 541-750; Pass 445-540; DNP 185-444

Indiana was granted a "flexibility waiver" for the ESEA's federal requirements. This allows Indiana to replace AYP (Adequate Yearly Progress) with the state's accountability model (PL221). Schools will not receive AYP designations of "Made" or "Did Not Make." Federal requirements were exchanged for state intervention plans based on students' needs. Title I schools can receive one of four designations tied to state intervention while non-title schools will only receive an overall grade tied to the state's traditional state intervention model. The Title I special designations are as follows: Reward, Focus-Targeted, Focus, and Priority. Fairmont has not been placed into any of the Title I categories. Our school was labeled a "B" in 2012.

The IREAD3 exam began spring of 2012 and will be administered to all third grade students every March. The cut score is 446 and 82% of our students passed. Fairmont students who did not pass were given waivers to advance to grade four due to IEP or LEP waivers.

Data analysis is a critical part of our work. We carefully monitor the progress of each student in our data room in which scores are regularly updated. Data is used to inform instruction. ISTEP+ scores are one data point we monitor for our students. We have experienced positive growth in test scores since building a professional learning community with our staff.

In the fall of 2007, 57% of our third graders scored proficient on the English Language Arts (E/LA) portion of the ISTEP+ exam. In the fall of 2008, 67% of our third graders scored proficient on the E/LA test. This score dropped to 50% passing in spring 2009. Our students were assessed twice during that school year on different sets of standards due to the state changing standardized testing dates. The fall test addressed the previous year's learning, as the spring test focused on the current year. Furthermore, this was a transition year for our school as we began the elementary EL magnet. These scores raised significantly to 74% passing in spring 2010. Instructional changes that year included a part time literacy coach, a partnership with Indiana University Southeast to train teachers in the Sheltered Instruction Observation Protocol (SIOP), and explicit phonics instruction in the primary grades. In spring 2011, third grade ELA scores peaked at 89% passing, the highest ever. Changes included daily common plan time, intervention teachers, embedded professional development, a full time literacy coach, and an assistant principal to support Title I programming. Last year our scores decreased to 74%. This was in part due to 16 of 62 students (25%) being new to Fairmont in grade three. The majority of our population is free/reduced therefore the subgroup performance was comparable to the overall grade level scores. The free/reduced subgroup scores went from 59% passing to 71%. Our EL subgroup went from 46% to 67%

passing. Our population of white students made huge gains from the first spring assessment of 49% in 2008-09 to 93% in 2010-11. This was tremendous. However, these gains were not sustained during the 2011-12 school year as they dropped to 68% passing. Again we believe this was largely in part to new students enrolling at third grade.

Fourth grade ISTEP+ ELA scores have made dramatic gains with 39% passing in the spring of 2008-09 to 89% passing (+50%) in 2011-12 school year. We attribute this improvement to the initiatives above as well as a systematic response and targeted instruction to meet the needs of each student. Our subgroups included free/reduced and white. Their performance was comparable to the overall scores.

Third Grade ISTEP+ Math scores over the last five years have risen significantly with 40% passing in 2008-09 to 89% passing in 2010-11. We attribute this improvement to the initiatives above and the use of common formative assessments. Our overall scores dropped last year to 71%. This was in part due to 16 out of 62 students (25%) being new to Fairmont in grade three. Our subgroups included free/reduced, EL, white, and Hispanic. Their scores were slightly higher than the overall.

Fourth Grade ISTEP+ Math scores have made the most significant increases from 32% to 86%, an increase of 54 percentage points. We attribute this improvement to the initiatives above, daily intervention time and strengthening core instruction. Our subgroups included free/reduced and white. Their performance was comparable to the overall scores.

There are no achievement gaps for the 2011-12 school year that are 10 or more percentage points.

2. Using Assessment Results:

Student achievement at Fairmont is closely and systematically monitored. We focus on four essential questions to ensure learning at high levels. The questions are as follows.

1. What do we want all students to know and be able to do? Detailed pacing guides aligned with Indiana Common Core Standards clearly outline the learning targets that need to be mastered at each grade level.

2. How do we know when students have learned what we want them to know and be able to do?

Common formative assessments (CFAs) in math and English/Language Arts are utilized to inform instructional needs. Our key literacy assessments include DRA II, DIBLES probes and CFAs. Student growth in math is monitored by using CFAs as well as daily math review quizzes and poster method problem solving from the *Five Easy Steps to a Balanced Math Program*. Students graph their own results in individual data binders to increase ownership of their learning and for teachers to see growth. Results are used to form differentiated groups. The ISTEP+ exam is used in grades 3 and 4 as a summative assessment to ensure grade level mastery.

3. What do we do when they do not learn? Our week at Fairmont begins with a Monday morning meeting. Our leadership team (principal, assistant principal, counselor, and literacy coach) joins the intervention team (special education teachers, EL teachers, and intensive intervention teachers) to analyze student data and determine appropriate interventions. Teachers work closely with interventionists to finalize student grouping to ensure timely, directive, systematic response to provide additional time and support for struggling students. This communication process is extremely effective and instructional changes are typically made within the same day. If a student is not making adequate progress over a period of time with a specific intervention, he/she will be placed in a different intervention to see if gains are made. These interventions, depending on the student, can last for a grading period, semester, or longer. At the end of each cycle, student CFA post tests are entered into a "Systems to Systems" database, where the scores for each grade level are compiled then reviewed during school wide collaboration. This type of school wide communication allows teachers to share the variety of learning

techniques used to successfully ensure student learning. Teachers are not only allotted time to share with colleagues at their grade level but also to communicate vertically with grade level teams. Each grade level meets during their common planning time with the leadership team to discuss Response to Intervention (RTI) efforts as well as instructional planning for the upcoming cycle in the pacing guide. Leadership team members monitor progress and compare previous years' data to determine if our school goals are being met.

4. How do we enrich and extend the learning for proficient students? Students who score above level on pretests join enrichment groups during daily acceleration time. These groups participate in challenging math and reading activities to extend their learning.

Fairmont staff shares data in the following ways: student to student, teacher to teacher, grade to grade, and school to school. Students graph their pre-test and post-test scores in individual data binders. Teachers allow time for students to share their progress with classmates and set goals for learning. In classroom newsletters teachers recognize students who were proficient in the cycle as well as students making significant progress. The overall class data is posted so that students are aware of their collective growth from the pre-test to post-test. Grade level data is posted to encourage students, staff, and visitors to recognize learning. Weekly collaboration focuses on assessment data and effective strategies for each grade level to maximize learning. Quarterly district meetings are held for principals to collaborate regarding CFA results and effective instructional strategies. Individual and collective student progress is shared with parents during conferences, family nights and kindergarten parent days. The principal publishes our school data in the Cardinal News (school newsletter) where parents and community members can stay informed of student achievement. The staff at Fairmont Elementary collects and utilizes data to identify students by name and by need in order to provide them with timely, directive, precise, and systematic support for continuous growth.

3. Sharing Lessons Learned:

Visitors have always been welcome to our school to observe our work and share best practices in teaching and learning. Indiana University Southeast, University of Louisville, and Ivy Tech place student teachers and practicum students in our building each semester. New Albany High School partners with us to provide a cadet teaching program. As the EL elementary magnet school for the district, Fairmont has partnered with local universities to share the use of strategies that support this population of students. Indiana University Southeast graduate students complete experiences in our classrooms to obtain EL licensing.

A large part of Fairmont's achievements over the past three years can be attributed to the implementation of the PLC model within our district. Educators have always discussed instructional practices, but the collaborative atmosphere within the district has made the sharing of strategies with other schools planned, purposeful, and focused. Curricular initiatives are aligned and implemented in our nine elementary schools to maximize learning for all students especially those that are highly mobile. Examples include the Five Easy Steps to a Balanced Math Program and the three block literacy approach. Fairmont teachers work with national consultants to become more knowledgeable on curricular initiatives then lead professional development trainings at the district and building levels.

Fairmont teachers have assisted in leading district-wide committees as they developed grade level pacing guides for Math and ELA based on Indiana Common Core Standards. Teachers continually discuss implementation of the pacing guides and share effective strategies to ensure learning of the standards. Teachers participate at the district level in revising CFAs and student data binders.

Due to the results we have obtained at Fairmont, elementary and middle school administrators within our district have visited our school multiple times to observe and learn more about the initiatives we have put into place. Administrators have observed our techniques for tracking and displaying student data,

monitoring student learning by name and need, establishing high expectations, and ensuring strong core instruction and interventions.

Our administrators are members of the Indiana Association of School Principals where they are able to collaborate with principals from all over the state. Members of the Indiana Department of Education have visited our classrooms to observe the strategies we have in place that led to our success and being recognized as a National High Performing Title I School.

4. Engaging Families and Communities:

An active partnership between home and school creates student success. Parents are encouraged to participate in kindergarten orientation, open house, conferences, and first-teacher parent days. Weekly progress reports, newsletters, mid-terms, quarterly report cards, and student planners for grades 2-4 are communication tools. Translators and EL teachers communicate with our EL population. A licensed therapist and school counselor network between community agencies and families builds social and emotional support which creates greater communication between school and home.

A local church donates backpacks filled with school supplies for all students. Another church hosts and provides transportation for weekly activities in the evenings to promote positive life choices. Our students participate in the *Blessings in a Backpack* program which is packed weekly by community volunteers.

Larger quantities of food are donated for extended breaks to ensure every child has food. Local community members, businesses, and staff members donate money and gifts for over 250 children during the Christmas season. Students may participate in activities to give back by bringing in canned food items, collecting change for local and national organizations, and donating gently used clothes for the Salvation Army.

We host family nights to support learning at home. This is a time for our literacy coach and teachers to share activities to promote reading. We provide refreshments and every child takes home a new book.

Family game night is an opportunity for parents and children to play board games while reinforcing number sense and math skills. Fairmont has a fall and spring festival that involves parents. Local businesses donate prizes and provide financial support for school uniforms.

With the support of a 21st Century grant we provide free daycare for working parents and after-school programs that include tutoring and enrichment activities. We have performed a full musical play for the last six years and have been recognized by Music Theatre International. Students spend many months afterschool studying dance, voice and acting with local professionals. “Dads with Tools” is a large part of our successful productions, which most recently included, “Cinderella.” Each spring, we host an “International Fête.” Students participate in a parade of nations during opening ceremonies and collect stamps as they learn about different countries throughout the day. Parents share recipes, arts, clothing, and traditions from their native countries.

We strongly value the support of our students’ families and continually seek ways to increase our partnerships with parents and the community.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The Indiana Common Core Standards are the driving force behind Fairmont's core curriculum. Our district has created detailed pacing guides that outline learning targets for each grade level. Teachers approach the standards with high expectations for all. "I Can" statements are used so students are clear of lesson objectives and desired outcomes. "I Can" statements are standards that have been reworded in student-friendly terminology. These statements are posted and referred to repeatedly.

The district has developed a 3-Block Balanced Literacy approach that provides an instructional framework for teaching the EL/A standards. This approach includes a 90-minute reading block and 30-45 minutes of writing instruction. The reading block consists of a mini-lesson, guided reading with independent literacy stations, and word study. A variety of literary and informational mentor texts and leveled readers are used to introduce students to various reading and comprehension strategies. Teachers use the *Treasures* series by MacMillan/McGraw-Hill as a resource to support the reading block and *The Next Step in Guided Reading* by Jan Richardson for lesson format and structure within the guided reading lesson. Teachers use a workshop approach to writing as well. There is a 10-15 minute mini-lesson focusing on a particular skill followed by independent writing and conferencing time. Teachers plan their writing workshop based on the skills on the pacing guide and use *Craft Lessons* and *6+1 Traits of Writing* to plan mini-lessons and teach writing skills such as word choice, sentence fluency, organization, ideas, presentation, voice, and conventions.

Mathematics core instruction takes place during a 60-minute uninterrupted block. The district has provided training on "The Five Easy Steps to a Balanced Math Program" by Larry Ainsworth and Jan Christinson. Teachers have been trained on implementing the five components: computational skills (daily math review and mental math), problem solving, conceptual understanding, mastery of math facts, and common formative assessments. Teachers at Fairmont embrace this approach to teaching math and implement the program with fidelity. The EnVision Math series published by Pearson/Scott Foresman is the standards-based math text adopted by the district. The EnVision series functions as a resource to support "The Five Easy Steps of a Balanced Math Program."

Teachers at Fairmont focus heavily on the foundational skills in ELA and math while integrating social studies and science within the curriculum. Using the science series, leveled readers, the social studies series, periodicals, and a variety of informational texts of varying complexities, teachers embed science and social studies standards within units of study. Often times there are culminating activities to these units of study in the form of group and home research projects, posters, science fair projects, oratoricals, class demonstrations, local historical field trips, and guest speakers.

Fairmont enhances student learning opportunities by providing physical education, music, art, Rosetta Stone world language, library, computer lab and guidance lessons by a certified counselor each week. Our school has a wide variety of technology to engage students in the learning process. Smart boards and audio enhancement systems are used in every classroom. Students visit the computer lab every week to build academic skills using software programs. Smart tables, Ipads, and digital projectors are available throughout the building to use to support instruction.

Through the 21st Century grant, Fairmont is able to offer after-school tutoring and enrichment clubs.

Fairmont is proud of its performing arts in which students in grades K through 4 have the opportunity to participate in an after school program which culminates with an annual production. Fairmont's music instructor offers an after-school music enrichment club for 4th grade students.

2. Reading/English:

Teachers follow the district pacing guides based on the Indiana Common Core standards and the 3-Block Balanced Literacy approach as they plan reading instruction. The 90-minute reading block focuses on the reading workshop and word study. The workshop addresses comprehension, fluency, and vocabulary. The workshop consists of a mini-lesson that includes shared reading/read alouds, reading practice within guided reading and/or independent reading/literacy stations, and sharing. Word study addresses phonemic awareness, phonics, and vocabulary by focusing on sight words, word structure, word meaning, sound blending at the primary grades and high frequency words, multi-syllabic words, structural analysis, word origins and word knowledge at the intermediate grades. The reading workshop is approximately 60-70 minutes and word study is approximately 20-30 minutes. Primary teachers use the SRA Imagine It program to provide explicit phonics instruction. Teachers analyze DIBELS and DRA2 data to develop guided reading lessons and specific needs for skill groups. In addition to classroom instruction, students participate in a take home reading program designed by teachers. Literary and informational mentor texts and leveled readers are used to introduce students to various reading and comprehension strategies. Teachers use the *Treasures* series by MacMillan/McGraw-Hill as a resource to support the reading block and use *The Next Step in Guided Reading* by Jan Richardson for lesson format and structure. Our full-time literacy coach works with teachers to develop and strengthen instructional strategies.

Daily acceleration time provides students with additional reinforcement and enrichment of reading skills based on their specific needs. Students are divided into small groups based on data from DIBELS, DRA II, running records, and CFAs. Students needing intense intervention in reading are given instruction two to three times per day by the classroom teacher and support personnel including the literacy coach, acceleration teachers, special education teachers, or EL teachers. Some of the interventions used include skill groups, fluency development lessons, Leveled Literacy Intervention kit resources, READ180 for grades 3-4, System 44 for students in grades 2-4, Waterford Early Learning for grades K-2, and 21st Century Bridge to Success after school tutoring for students in grades 2-4.

Our school has chosen this approach due to the emphasis on the five critical domains of reading: phonemic awareness, phonics, fluency, comprehension, and vocabulary.

3. Mathematics:

Fairmont utilizes district pacing guides based on the Indiana Common Core and the mathematical practices to plan instruction. Pacing guides are vertically aligned across grade levels to ensure the scaffolding of key math concepts and skills. Our master schedule includes 60-minute blocks of time for math instruction plus a 30-minute block for acceleration/enrichment time each day.

Our district has chosen to implement the researched-based "Five Easy Steps to a Balanced Math Program" as a framework for math instruction. The components of this program include computational skills, problem solving, conceptual understanding, mastery of math facts and common formative assessments. The math block starts each day with DMR (Daily Math Review). Students complete three to four problems that are based on skills that have not been mastered by a large majority of the class. Computational skills are enhanced by the DMR and mental math activities. Problem solving is a collaborative activity where students work individually and in small groups to solve problems, share solutions, and justify their answers mathematically. Conceptual understanding focuses on the big ideas of each skill. Math fact mastery emphasizes the conceptual understanding of facts, building automaticity through practice, and connections to inverse operations.

Teachers use technology and manipulatives in math to engage students. Smartboards, video lessons, and support materials from the Envision Math Series are used during lessons, acceleration/intervention groups, and math work stations.

CFAs are used to target student needs for instruction. Daily acceleration time provides students with additional reinforcement or enrichment of math skills. Students are actively engaged in monitoring their

own progress through the use of data binders. Students graph their own scores and those of the class as a whole, to track mastery of benchmark skills. Students and classes are recognized for meeting benchmarks at morning assemblies and in classroom "green" parties. Teachers use the same data during collaborative planning of math instruction. Additional opportunities for math intervention and enrichment include a Family Math Night, after-school tutoring program, and homework help before school.

Our implementation of the Five Easy Steps to a Balanced Math Program, collaborative planning, progress monitoring, and teaching conceptually has been critical in closing the math achievement gap for our diverse population.

4. Additional Curriculum Area:

Through community partnerships and grants we have been able to offer a thriving performing arts theater program for the past six years. Annual performances bring the community together and create pride among students, staff, and parents. Past performances include, "Willy Wonka and the Chocolate Factory," "The Jungle Book," "Aladdin," "You're a Good Man Charlie Brown," and two performances of "Cinderella."

Students from all grade levels participate in a variety of capacities. This year a second grade student performed the leading role as Cinderella. Several kindergarten students were cast as mice with singing and dancing roles.

Theater and drama have had a positive effect on literacy development at our school. Students have become more proficient in reading skills, public speaking, and vocabulary in addition to improving confidence and enthusiasm. Research from Dr. Tim Rasinski indicates that reading and rereading plays and songs benefits literacy by enhancing fluency. This has allowed our students to bring the written word to life while developing literacy skills and an increased appreciation for literature.

Putting on a professional show requires much work. Fairmont parents, staff, and community members collaborate to assist the director and assistant director with the production. For example, a group of fathers, known as "Dads with Tools," create the professional-looking sets. A mother of one of our students sews all the costumes by hand. School paraprofessionals decorate the lobby for the show. A community member volunteers to do the graphic design layout for the programs that are professionally printed. Our school counselor takes professional quality photos that are used as headshots on displays and programs. Our music instructor assists with the learning of songs and music. Our food services manager creates desserts for intermission. The President of the NAFC Education Foundation, who has a background in theater, has also assisted with coaching of the actors.

After most of our extracurricular activities have been eliminated due to budget cuts, this theater program provides many students, who may otherwise have been uninvolved at school, to feel a part of something important to the school community.

5. Instructional Methods:

Fairmont provides differentiated instruction for a diverse population. Subgroups include EL, special education, free/reduced lunch, and ethnicities. We monitor progress throughout the school year using assessments including DIBELS, DRA2 and common formative assessments. This provides teachers with timely information to differentiate instruction. Students who are at/above grade level participate in enrichment activities. Students below grade level are given additional time and support to master skills.

One of our top priorities is strengthening core instruction and providing a guaranteed viable curriculum. We intend to meet the majority of our students' needs during core instruction. Educators participate in numerous trainings and coaching activities so that they are highly skilled at teaching literacy and math.

Pacing guides clearly outline the skills that need to be mastered by all students at each grade level. The 90-minute reading block focuses on guided reading and word study. K-2 teachers explicitly teach phonemic awareness and phonics using SRA Imagine It. Our staff implements "Five Easy Steps to a Balanced Math Program." Math and literacy workstations provide engaging reinforcement and practice of taught skills. Science and social studies are integrated into literacy and math.

Acceleration/intervention time is built into our daily schedule for students to work in flexible groups based on unique needs. Our EL, special education and intervention teachers are members of grade level teams to ensure targeted instruction for each population of students. Our leadership team meets every Monday morning to review student assessment data and make certain the systematic interventions are being implemented. Teachers meet weekly with the counselor and the assistant principal to ensure that the RTI process is effective and timely. Some of our interventions include additional guided reading instruction, Waterford Early Learning, Read 180, Systems 44, Breakfast Club, after school tutoring, homework help, and one-on-one support with our intensive interventionist. We monitor student progress and make changes as needed.

Teachers use technology to create engaging lessons. Smartboards are used for whole group instruction as well as literacy and math stations. Special education teachers have Smart tables to make learning as hands-on as possible. Students use the computer lab, a mobile lab, and Alpha Smart keyboards to assist with fine motor skills.

Learning, collaboration and results are the focus of everything we do. This focus allows us to assess the needs of all of our students and differentiate instruction accordingly.

6. Professional Development:

Fairmont values and embraces the importance of lifelong learning. Our school attitude toward professional development is not only open to new ideas but covets learning opportunities to meet the needs of our diverse population. Our learning is directly connected to student learning so the relevance is clear. We believe that school improvement is simultaneous to people improvement.

Since Fairmont is the EL magnet school for our district, we were awarded a 5-year grant with Indiana University Southeast New Neighbors Program. This program provides training regarding best practices for EL learners. EL instructors participate in ongoing training from the district and state on required assessments and interpreting the results.

Teachers are provided job-embedded professional development. Our school has worked with a writing coach in the past and we currently have a full-time literacy coach. Our coach provides training, models approaches, observes teachers and gives feedback. This support has been critical in strengthening reading instruction.

Much professional learning takes place during collaborative meetings. We monitor student learning by focusing on results. After analyzing the data, we share effective instructional strategies to provide more time, support and/or enrichment for identified students. Training has been provided on collaborative team protocols, assessment administration, and data analysis to support this process.

Our district has worked with Dr. Tim Rasinski on best practices for reading instruction. He spent an entire day of training at our school then an additional day with teachers in our district. Dr. Rasinski emphasized the importance of the volume of reading at home and school as well as the effects of the culture of the school. He shared strategies for teaching fluency and increasing reading achievement. He taught us about deep and wide reading, fluency development lessons, phrasing, automaticity and prosody. Repeated readings, choral readings, reader's theatre, word ladders, singing, poetry and other strategies from Dr. Rasinski are being implemented in classrooms.

Jan Christinson, author of the “Five Easy Steps to a Balanced Math Program” has conducted district-wide training for the past three years. Educators have become knowledgeable in teaching Computational Skills (Daily Math Review/Mental Math), Poster Method Problem Solving, and CFA’s. We are currently being trained in the step entitled, Math Fact Mastery.

Technology is used to enhance instruction, engage students, and monitor results. Teachers have been trained to use Smart boards, Smart tables, iPad’s, audio enhancement systems, digital projectors, data spreadsheets, READ 180, Systems 44, and Waterford Early Learning.

7. School Leadership:

At Fairmont, we are proud of the professional learning community (PLC) we have established. Operating as a PLC supports our philosophy of shared leadership as well as addressing problems and creating solutions as collaborative teams. We understand that no single person has the knowledge, skills, expertise and energy to fulfill all the leadership needs of a school. A strong leadership team must exist to ensure high levels of learning for all. Our leadership team consists of our principal, assistant principal, counselor, literacy coach and teacher leaders. The principals also work closely with support staff leaders to ensure successful operations.

The leadership team has created a daily schedule that provides common planning time, acceleration time, collaboration, embedded professional development and response to intervention (RTI) meetings. Each grade level has a teacher leader. Learning and results are the focus of grade level collaboration meetings where representatives from the leadership team are also in attendance. The leadership team uses the information from grade levels to assign resources and/or interventions to students who are in need of enrichment or at risk academically and/or behaviorally. The school has a systematic response in place to guarantee that individual needs are addressed and progress actively monitored.

Our literacy coach is a vital member of the team. She provides training, modeling, feedback and resources to make certain that rich literacy instruction and a guaranteed, viable curriculum are being implemented in every classroom. Interventionists and special education teachers serve as members of the intervention team who are an intricate driving force in addressing the varied needs of all students in reading and math. The counselor along with the assistant principal leads the RTI process as well as teaching guidance lessons each week to support social development, emotional growth and good learning habits. The assistant principal orchestrates Title I programming and family outreach activities. Our principal articulates a clear, compelling, and focused vision. She leads by example and makes certain that practices and policies are in place so that all students learn at high levels. She holds everyone within our school accountable for results and recognizes accomplishments with celebrations. The principal and assistant principal assign roles to the staff to build capacity and create feelings of empowerment and efficacy. Our leadership team is committed to doing the right work at the right time and with high quality. We believe that the right work focuses on learning, collaboration and results.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: ISTEP+

Edition/Publication Year: 2007-2012 Publisher: McGraw Hill - CTB

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	Sep
SCHOOL SCORES					
Pass and Pass Plus	71	89	74	40	45
Pass+	4	4	13	0	0
Number of students tested	46	46	38	52	42
Percent of total students tested	74	73	100	100	100
Number of students alternatively assessed	16	17	0	0	0
Percent of students alternatively assessed	26	27	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Pass and Pass Plus	71	89	72	46	44
Pass+	5	5	9	0	0
Number of students tested	42	38	32	39	34
2. African American Students					
Pass and Pass Plus					
Pass+					
Number of students tested					
3. Hispanic or Latino Students					
Pass and Pass Plus	Masked	79			
Pass+	Masked	0			
Number of students tested	8	14			
4. Special Education Students					
Pass and Pass Plus					
Pass+					
Number of students tested					
5. English Language Learner Students					
Pass and Pass Plus	Masked	75	Masked	Masked	
Pass+	Masked	0	Masked	Masked	
Number of students tested	9	12	9	5	
6. White					
Pass and Pass Plus	72	93	80	34	68
Pass+	8	7	5	0	0
Number of students tested	25	28	20	35	22
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
ISTEP+ moved from the Fall to the Spring during the 2008-09 School Year IMAST (Alternate Assessment) was available starting 2009-10 School Year 5th Grade moved to the Middle School starting 2010-2011 School Year					

13IN7

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: ISTEP+

Edition/Publication Year: 2007-2012 Publisher: McGraw Hill-CTB

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	Sep
SCHOOL SCORES					
Pass and Pass Plus	74	89	74	50	57
Pass+	0	4	5	0	2
Number of students tested	46	46	38	52	42
Percent of total students tested	74	74	100	100	100
Number of students alternatively assessed	16	16	0	0	0
Percent of students alternatively assessed	26	26	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Pass and Pass Plus	71	89	75	56	59
Pass+	0	5	3	1	3
Number of students tested	42	38	32	39	34
2. African American Students					
Pass and Pass Plus					
Pass+					
Number of students tested					
3. Hispanic or Latino Students					
Pass and Pass Plus	70	75			
Pass+	0	0			
Number of students tested	10	12			
4. Special Education Students					
Pass and Pass Plus					
Pass+					
Number of students tested					
5. English Language Learner Students					
Pass and Pass Plus	Masked	75	Masked	Masked	46
Pass+	Masked	0	Masked	Masked	0
Number of students tested	9	12	9	6	13
6. White					
Pass and Pass Plus	68	93	80	49	68
Pass+	0	7	0	2	5
Number of students tested	25	28	20	35	22
NOTES: Masked indicates data were not made public because fewer than 10 students were tested. ISTEP+ moved from the Fall to the Spring during the 2008-09 School Year IMAST (Alternate Assessment) was available starting 2009-10 School Year 5th Grade moved to the Middle School starting 2010-2011 School Year					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: ISTEP+

Edition/Publication Year: 2007-2012 Publisher: McGraw Hill - CTB

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	Sep
SCHOOL SCORES					
Pass and Pass Plus	86	78	70	32	64
Pass+	16	4	13	0	12
Number of students tested	37	46	44	38	42
Percent of total students tested	71	85	88	100	100
Number of students alternatively assessed	15	8	6	0	0
Percent of students alternatively assessed	29	15	12	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Pass and Pass Plus	85	79	68	25	62
Pass+	18	3	13	0	14
Number of students tested	33	38	31	28	37
2. African American Students					
Pass and Pass Plus					
Pass+					
Number of students tested					
3. Hispanic or Latino Students					
Pass and Pass Plus		75		20	
Pass+		8		0	
Number of students tested		12		10	
4. Special Education Students					
Pass and Pass Plus					
Pass+					
Number of students tested					
5. English Language Learner Students					
Pass and Pass Plus		75		18	
Pass+		8		0	
Number of students tested		12		11	
6. White					
Pass and Pass Plus	85	82	65	40	76
Pass+	15	4	8	0	20
Number of students tested	20	28	26	20	25
NOTES:					
ISTEP+ moved from the Fall to the Spring during the 2008-09 School Year IMAST (Alternate Assessment) was available starting 2009-10 School Year 5th Grade moved to the Middle School starting 2010-2011 School Year					

13IN7

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: ISTEP+

Edition/Publication Year: 2007-2012 Publisher: McGraw Hill - CTB

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	Sep
SCHOOL SCORES					
Pass and Pass Plus	89	86	70	39	55
Pass+	0	23	13	0	7
Number of students tested	37	44	44	38	42
Percent of total students tested	71	85	88	100	100
Number of students alternatively assessed	15	8	6	0	0
Percent of students alternatively assessed	29	15	12	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Pass and Pass Plus	88	86	69	39	54
Pass+	0	17	13	0	3
Number of students tested	33	35	32	28	37
2. African American Students					
Pass and Pass Plus					
Pass+					
Number of students tested					
3. Hispanic or Latino Students					
Pass and Pass Plus					
Pass+					
Number of students tested					
4. Special Education Students					
Pass and Pass Plus					
Pass+					
Number of students tested					
5. English Language Learner Students					
Pass and Pass Plus					
Pass+					
Number of students tested					
6. White					
Pass and Pass Plus	85	88	69	45	64
Pass+	0	20	8	0	12
Number of students tested	20	25	32	20	25
NOTES:					
ISTEP+ moved from the Fall to the Spring during the 2008-09 School Year IMAST (Alternate Assessment) was available starting 2009-10 School Year 5th Grade moved to the Middle School starting 2010-2011 School Year Two ELL Student did not have to take the Reading portion in 2011 due to being new to the US.					